

Cheeky Chimps Childcare

47a Monkton Street, Ryde, Isle of Wight PO33 2BB



Inspection date	30 October 2018
Previous inspection date	4 November 2015

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Outstanding	1
Effectiveness of leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

The provision is good

- The manager and staff monitor children's development effectively to identify any gaps in their learning, and to help them make better progress in these areas.
- Children benefit from extensive outdoor play opportunities where they run freely, develop different physical skills, explore and create, and use their imaginations.
- Staff are positive role models who use successful strategies to help children develop good social skills and behaviour. For example, they all clap to celebrate children's achievements which they display on the 'proud cloud' board. Older children integrate well with younger children and play kindly with them.
- The manager and staff evaluate the quality of the group's provision to identify and make improvements. For example, they have developed more activities to help children to learn about one another's lives, their community and the wider world.
- Staff value professional development to improve their knowledge and outcomes for children. For example, after recent training they have introduced forest school projects to support children's outdoor learning, such as making structures with willow.

It is not yet outstanding because:

- On occasion, the pre-school and two-year-old children's play areas become noisy. This distracts some children in group activities, and they lose attention and interest.
- Staff do not consistently encourage parents to share detailed information about their children's development from the start, to help them support children's learning even more accurately.

What the setting needs to do to improve further

To further improve the quality of the early years provision the provider should:

- manage the environment more effectively to help children over two years to maintain their attention and interest fully
- encourage parents to share more detailed information about their children's development from the start, to support children's learning even more accurately.

Inspection activities

- The inspector observed activities and the quality of teaching in the playrooms and outdoor play areas.
- The inspector sampled children's assessment records and planning documentation, and talked to children at appropriate times.
- The inspector reviewed evidence of the suitability of staff and discussed management's knowledge and understanding of the early years foundation stage.
- The inspector took account of the views of parents.
- The inspector conducted a joint observation with the manager.

Inspector

Bridget Copson

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. Staff provide parents with clear information about the provision, and keep them informed each day of their children's routines and activities. They obtain details of children's health requirements and routines before children start to ensure they can meet their needs consistently. The management team follows robust vetting procedures to make sure staff are suitable to work with children, and provide an induction to help staff understand their roles and responsibilities. Staff are well qualified, and management deploy staff effectively to meet the required adult-to-child ratios. The manager monitors the quality of staff interactions with children to ensure they provide consistently good standards of care. The management team and staff have a good knowledge of their child protection responsibilities and the action to take if they have any concerns about a child. The management team notify Ofsted of all relevant changes to the provision, understand how to manage complaints, and keep all sensitive information confidential.

Quality of teaching, learning and assessment is good

Staff know the children well and use good teaching skills to interest children and help them to learn. For example, staff dig in the gravel pit with the two- and three-year-olds outside. They talk through the children's exploration to help them understand their actions, and encourage children to count the stones they collect. Staff build further on children's learning, such as encouraging older children to compare the sizes and quantities of the stones, and to calculate by adding one more each time. Staff working with babies support their language and literacy skills well. For example, they ask children if they can name the animals in the books they read, and provide props to help the youngest children understand and to engage them successfully.

Personal development, behaviour and welfare are good

Staff provide a broad range of activities in the playrooms, and children can easily see and choose activities for themselves. Babies benefit from a nurturing environment in which they settle well and form close bonds with the consistent key persons caring for them. Staff maintain safe and secure environments to protect children from harm, such as completing regular risk assessments and supervising children closely. They support children's health effectively. For example, staff encourage healthy diets, take care to ensure children only have appropriate foods to meet their dietary needs and manage all accidents efficiently. Staff work closely with any external professionals to meet children's additional needs consistently well.

Outcomes for children are good

Children develop the skills they need for their future learning that help prepare them for school. They explore freely and make their own choices confidently. Children of all ages learn to manage tasks themselves to develop their independence. For instance, younger children learn to feed themselves, toddlers learn how to dress themselves and older children peel the fruit and pour their drinks at meals. They enjoy drawing and writing in the playrooms and outside, and older children learn to read their names to support their literacy skills.

Setting details

Unique reference number	119725
Local authority	Isle of Wight
Inspection number	10082509
Type of provision	Full day care
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	
Age range of children	1 - 6
Total number of places	50
Number of children on roll	84
Name of registered person	Ricky LARBALESTIER and Sarah LARBALESTIER Partnership
Registered person unique reference number	RP524544
Date of previous inspection	4 November 2015
Telephone number	01983 562414

Cheeky Chimps Childcare registered in 1998 and is open for 50 weeks of the year from 8am to 6pm. The group receives funding for the provision of free early years education for two-, three- and four-year-old children. The group employs 16 members of staff, of whom 15 hold early years qualifications at levels 2 or 5.

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

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